

Company limited by guarantee,
registered in Scotland no 125368.
Scottish Charity No SC018033



Annual Report

www.scis.org.uk

2020

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Chairman's Statement

The Report of the Governing Board attached covers in some detail the effect of COVID-19 on the independent education sector in Scotland so I will not add anything further.

I wish however to comment on our financial position of SCIS. The deficit for 2020 amounted to £54287 (2019 surplus £5044). A deficit amounting to nearly 12% of turnover might normally set the alarm bells ringing. For two reasons this has not been the case. Firstly, as a result of the pandemic our course income has for obvious reasons fallen by £100000 in the year. Secondly, we had made a conscious effort not to increase subscriptions as we felt that our reserves were more than sufficient to cover our ongoing activities.

The pandemic showed us that SCIS was more than able to carry

out its work without having a fixed place of business. In fact we could not use our office Dublin Street for 15 months. We have therefore decided that a substantial office space will no longer be a full requirement for our activities. We will have leased new compact office accommodation in serviced space at St Colme Street, where we can alter our facilities as and when circumstances change. Already configured for flexible office working and compressed hours, we will combine a hybrid of office and home working and the rental of conference and meeting space as required. This decision together with a currently reduced headcount will reduce overheads materially going forward.

John Edward and I are actively seeking to meet Shirley-Anne Somerville, the new Education

Secretary to discuss her and her Government's views on Independent Schools in Scotland, her priorities in office, and the impact of a proposed political agreement with the Scottish Green Party.

Lastly I would like to add my thanks to all the staff at SCIS. I know how hard they have been working on your behalf. I have received a number of letters and emails from member schools stating how much the efforts of John, Margaret, Alison, Alison and Kirsten have been valued. It often takes an emergency to show up the true colours of an organisation and I think the staff at SCIS have stepped forward to provide the information and support that the independent sector so needed at this difficult time.

ALAN HARTLEY

Chairman



Director's Statement

2020 was a pivotal year for Scottish education. All that follows from it will, in some way, be determined in part by the decisions that were made by governments, public bodies, schools, families and individuals to confront the (hopefully) unique pandemic circumstances.

It was not as if 2020 opened without an already full agenda. Removal of non-domestic rates was imminent, as was full registration of all teachers in Scotland. The competing challenges of grade inflation, the attainment gap, widening access priorities - among others - were pulling at the traditional

expectations of educational institutions. The impending Scottish election looked likely to end the relative cease-fire on overall education policy that had settled uncomfortably over the last decade in Scotland. The Scottish Child Abuse Inquiry was making steady progress towards its boarding schools case study. Not least, the UK's final withdrawal from the European Union, promised little in the way of half-way measures on free movement or mutual recognition that might smooth the path to the exit.

That schools, pupils, staff and parents then weathered the unprecedented storm of lockdown;

cancelled examinations, remote learning, business interruption, infection control, social distancing, mental health support and all the new lexicon that Covid-19 has written will always be a source of unique pride and admiration for SCIS. I match that with my own deep appreciation for how SCIS staff - with the support of our Board - have repurposed and refocused so much of our work, with no no blueprint, to support our members at every turn. We look forward to shaping whatever comes next together, and keeping choice, diversity and excellence as principles to be unapologetically proud of.

JOHN EDWARD

Director

Objectives

- to provide a professional and bespoke service to member schools that is supportive, relevant and of high value.
- to represent, protect and promote the interests and identity of the independent school sector – including those of special schools.
- to enable the sector to make a worthwhile and recognised contribution to the development of education in Scotland, the UK and beyond.

THERE ARE

71

MEMBER
SCHOOLS

OF WHICH THERE ARE

49 MAINSTREAM
SCHOOLS

22 ADDITIONAL
SUPPORT NEEDS
SCHOOLS

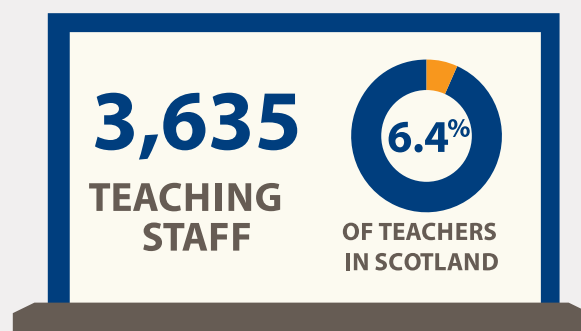
19 BOARDING
SCHOOLS

4

GIRLS ONLY
SCHOOLS

4

BOYS ONLY
SCHOOLS



8 PUPILS FOR
EVERY TEACHER
ON AVERAGE
AT SCIS SCHOOLS

Service to schools:

- to support member schools in delivering a high quality, values-based education for all pupils
- to provide up-to-date guidance and advice to schools on key political, educational, pastoral, special and additional support needs, legal and financial issues
- to make information accessible to parents and young people, the media, political and community figures and the general public
- to support Governors, Heads, Bursars, teaching and support staff through the SCIS CPD programme
- to provide research to help schools with their education choices, forward planning and marketing strategies.

Promoting the Sector:

- to represent the sector at national, regional and community events concerned with the education, well-being and care of children and young people in Scotland
- to promote the sector to members of the Scottish and UK Government, the Scottish and UK Parliament, the media, national educational and other bodies, in order to foster a better and more informed understanding of the sector
- to highlight and support the particular educational and pastoral responsibilities of special schools
- to promote the sector to parents, challenge misconceptions, to encourage participation and widen access to the sector
- to secure, market and enhance the global reputation of the independent sector – including the promotion of Scotland's boarding schools.

Service to Education:

- to contribute to the development of education in its widest sense for children and young people in Scotland
- to promote excellence in academic and all-round achievement
- to support highly-qualified and well-resourced teaching and support staff
- to defend the independence, autonomy and founding principles of individual institutions
- to engage constructively with employers, further and higher education to ensure the widest choice of positive learner destinations
- to demonstrate the sector's breadth and excellence in curricular and qualification development to support quality improvement with proportionate, informed and responsive inspections.

Our Year

Achievements and Performance

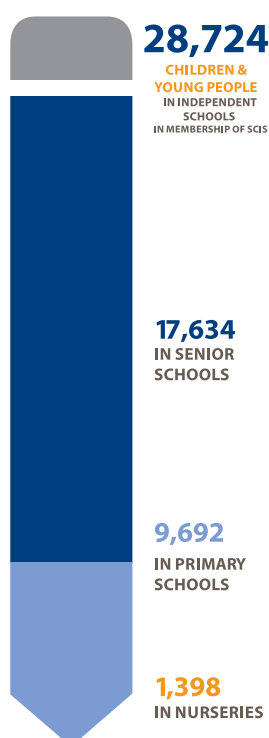
SCIS school statistics

SCIS provides analysis of pupil numbers, staffing levels, examination results, leaver destinations and the financial assistance provided by independent schools – as well as ad hoc research work requested by the Governing Board of SCIS and individual schools. All research findings are published on the SCIS website. The historical and comparative data which SCIS provides helps schools demonstrate their value for money and evaluate their position in a wider context. Statistics are not provided to generate 'league tables' or for direct comparisons between member schools. In 2020:

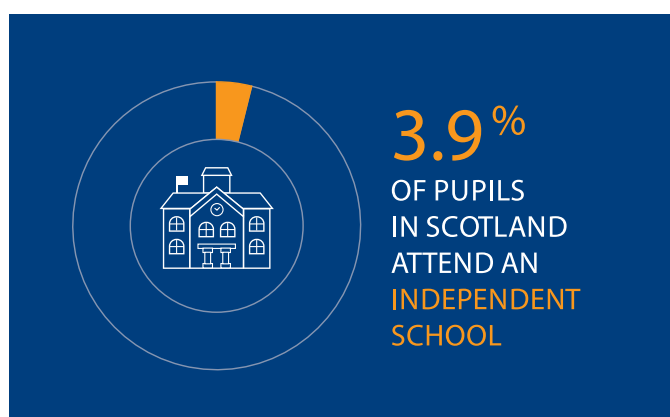
- SCIS member schools remains equivalent to the eighth largest local authority in pupil numbers.
- The independent school sector employs over 3,600 in the teaching workforce in Scotland. There are approximately 3,300 part-time and full-time non-teaching staff including residential care, support and administrative staff.
- Approximately 88% of leavers entered further or higher education.

Pupil numbers

At the start of each new academic year SCIS conducts a census to gather data from member schools, which provides an overview of the sector. The analysis of this data is made available to member schools, the public and the press. Facts and statistics about pupil numbers and demographic projections can be downloaded from the SCIS [website](#).



As at September 2020 there were 28,724 (2019: 29,255) pupils in SCIS schools. Of these, 1,398 (2019: 1,474) were children in nurseries, 9,692 (2019: 9,961) were in primary schools and 17,634 (2019: 17,820) were in secondary schools. Pupil numbers in the independent sector remained constant robust with a 1.8% fall since 2019, representing 3.9% of the Scottish school pupil population.



Financial assistance

All mainstream member schools offer financial assistance, most commonly in the form of means-tested awards, granted on the basis of financial need. The level of financial assistance can vary considerably from a free place (where 100% of the fees are met by the school) to awards worth around 20% of the fees. In 2019-20, approximately one-third of all pupils received some form of financial help with their fees, although exact figures are not possible due to the disruption to the school year of Covid-19 and the refocussing of some funding towards hardship support.

3.5% OF SENIOR SCHOOL PUPILS RECEIVE **100% FEE ASSISTANCE**

25.9% RECEIVE **FINANCIAL HELP**



TOTALLING OVER
£54.8 MILLION
IN ASSISTANCE

Examination Results

Although most senior pupils in the independent sector sit Scottish Qualifications Authority (SQA) examinations, a significant number are presented for GCSE, A Levels and the International Baccalaureate. The full table of SQA post-marking review results by school is usually published by SCIS each year on the SCIS website¹. A substantial number of schools no longer contribute to an overall survey for the sector so SCIS no longer compiles or releases individual school data to the public.

In 2020, no examinations were held in the diet, due to Covid-19. As such, no comparative certification data with previous years is produced.

Comparable figures for Scotland in International Baccalaureate, A Level and GCSE results are not currently available although individual results for each participating school are available. In normal circumstances, each year the Independent Schools Council (ISC) releases A Level and International Baccalaureate results and Scottish independent schools are included in the data produced².

¹ <http://www.scis.org.uk/facts-and-figures/exam-results/>

² <http://www.isc.co.uk/research/exam-results/>

Services to Schools

COVID-19

On 18 March SCIS closed the office and moved to home-working. Two members of staff were placed in furlough as of the beginning of April. The March Governing Board and April AGM were cancelled, along with the postponement of all outstanding 2019-20 session PLD events and other meetings.

Staff remained working from home or the remainder of 2020. In recognition of the likelihood of a redundancy process for the two SCIS PLD administrator posts placed on furlough – at 100% pay – in April 2020, alternative roles were designed and offered to the existing staff over May to July. One staff member accepted in September. The PLD post was filled by end of August by Kirsten Hamilton and the online programme commenced.

SCIS continued to work with the Scottish Government, the Registrar, Health Protection Scotland, NHS Scotland, Education Scotland, The Care Inspectorate, SQA, GTCS and others to ensure full awareness and handling of issues relating to reopening, infection control and teaching and learning issues running through to the 2021 examination diets. SCIS was represented on the Independent Schools Council Coronavirus Contingency Group from March to December 2020, as well as regular meetings of international school associations.

SCHOOL CLOSURES AND RE-OPENING

Following the decision to close schools in March 2020 SCIS sought confirmation for the legal basis to ensure independent schools were covered appropriately. All schools fell under the terms of the subsequent Coronavirus Act, although formal compulsion to close schools was not used.

Likewise, when the First Minister announced the proposed reopening date of 11 August, SCIS sought confirmation from the Scottish Government as to

whether the date applied formally to the sector, as the legal direction did not. In a letter of 29 May, the Deputy First Minister confirmed that the non-statutory reopening guidance may also be used by independent schools, and that independent schools should continue to arrange their own term dates, and were advised that they may re-open for pupils from 11 August. Schools all re-opened from 18 August.

SCIS was represented on the Education Recovery Group work-stream on infrastructure and operations, to highlight issues specific to the independent sector. This included boarding issues and issues relating to complex additional support needs schools.

FINANCIAL SUPPORT

SCIS supported the work to ensure that independent schools were removed from the exclusion of state education providers from access to the Coronavirus Business Interruption Loan Scheme. Likewise, SCIS supported the wider efforts to seek flexibility from insurers and brokers to recognise the demands of schools for business interruption cover, and other cancellation policies, despite initial insistence that Covid-19 was not covered as it was not (then) a recognised condition. Ongoing legal work continues lead by the Independent School Bursars Association.

PENSIONS

Following representations from SCIS in March 2020, the Scottish Public Pensions Agency confirmed on 12 May that the postponement of the collection of employer contributions to the Teachers' pension schemes for an initial three month period from April 2020 could form the basis of an agreement followed by a three month review. Any agreement reached was subject to assurances that the Board or Trustees believe that they remained a going concern and had the financial resources based on current budgets and cash flow forecasts to make backdated contributions.

EXAMINATIONS

SCIS is a standing member of the Qualifications Contingency Group, maintained by the Scottish Government and the SQA. This was convened in early March 2020 for the first time in over a decade to consider the challenge to the 2020 Diet, which was subsequently cancelled later in the month. Since then, the Group met regularly to consider the challenges of assessment, grading, certification and appeals – receiving substantial input and feedback from independent schools, a process which continued for the 2021 Diet.

Through the ISC Coronavirus Advisory Group, SCIS was also engaged in the Ofqual consultation on the cancellation of the 2020 GCSE/A/AS level diet.

On 7 October the Deputy First Minister announced that the National 5 diet in 2021 would not take place, and that Highers and Advanced Highers would see a delayed, contracted timetable. SCIS was part of the groups looking at assessment and quality assurance mechanisms for National 5 certification, as well as contingencies for Higher and Advanced Higher.

BOARDING

Specific issues relating to boarding and Covid-19 were raised with the Scottish Government and other regulatory bodies, in cooperation with the Boarding Schools Association. These included the prospects for pupils unable to return home at the Easter and Summer break, or return to school thereafter, due to international travel restrictions and domestic lockdowns; and the possibility for the use of schools to quarantine returning pupils in the summer, following the UK Home Office decision. Guidance drafted by SCIS was used as part of the Scottish Government's school reopening documentation, and shared with the UK and Welsh governments. Scotland's Boarding Schools also produced a brief set of principles to be observed by all schools in preparation for reopening, to provide support and reassurance to families and agents.

GTCS REGISTRATION

In early April 2020 the Registrar of Independent Schools indicated that the Scottish Government was minded to delay the deadline for mandatory GTCS registration of teachers, from 1 October 2020 to 1 June 2021 – given the closure of schools. The Registration of Independent Schools (Prescribed Person) (Scotland) Amendment Regulations 2020 received approval by the Education and Skills Committee in late May.

SCOTTISH CHILD ABUSE INQUIRY

On 11 March SCIS asked the Inquiry to consider the impact of impending COVID-19 restrictions on schools' abilities to prepare and respond to evidence for hearings and case studies. Lady Smith later confirmed that hearings involving evidence from applicants and witnesses to fact would not proceed in 2020. The Inquiry continued, with witness statements being gathered.

SCHOOL FACILITIES

SCIS engaged with NHS central services and the Scottish Government to pass on offers from schools of resources, as well as facilities and, if needed, accommodation. These included:

- Provision of hub school support.
- Production of PPE - including face-coverings, shields/visors, scrubs.
- The use of kitchen facilities for vulnerable communities and third sector bodies such as Scran Academy and Thomas Franks' Feeding Communities.
- Parking and other provision for NHS staff.
- Shared online resources and events.

NON-DOMESTIC RATES (SCOTLAND) ACT 2020

The Bill received its third reading in the Scottish Parliament on 5 February 2020 and by Royal Assent became an Act of the Scottish Parliament on 11 March 2020.

On 9 March, before the epidemic was declared, SCIS wrote to the Finance Secretary to ask that the measures in the Non-Domestic Rates Act be considered in the light of the possibility of public health restrictions. On 13 April, the Deputy First Minister wrote to SCIS to confirm that the Section 17 measures in the Act relating to independent schools would be delayed from 1 September 2020 to 1 April 2021, with the hope that 'by that date schools will be running as normal and any temporary negative impact on school fee payments and pupil numbers will have improved.'

The Valuation (Postponement of Revaluation) (Coronavirus) (Scotland) Order 2020, of 4 December delayed the revaluation of non-domestic premises for one year, until 2023-24, as a result of Covid-19. The previous revaluation had taken place too long ago for schools to appeal their valuation once the 80% increase in their rates was announced.

LOBBYING (SCOTLAND) ACT 2016

SCIS updates a "Transparency" page on the SCIS website, with any meetings with the Scottish Government, Ministers, the Scottish Parliament or MSPs. (<http://www.scis.org.uk/about-scis/transparency/>).

SCOTTISH TEACHERS' PENSION SCHEME

SCIS sits of the Advisory Board of the STPS on behalf of the independent sector's scheme members. The scheme is an unfunded one, with no fund of assets,

so current pension payments are made from current contributions from employers and employees.

The UK Government opened a consultation on the procedures required to remedy the age discrimination in public sector schemes identified by the McCloud-Sergeant case, and the likely financial implications of such a remedy. The Scottish Teachers' Pension Scheme Advisory Board is discussing the options. The financial remedy, if offset through scheme contributions, is likely to have a substantial impact on scheme enrolment.

On 11 November the UK Government published its response to the consultation on phased withdrawal/mixed economy in the Teachers' Pension Scheme for England and Wales. The Department for Education accepted the phased withdrawal proposal, and intend to lay regulations so that it takes effect from Spring 2021. This will result in current teachers being able to continue participation in the TPS if their independent school employer decides to freeze participation in the TPS with new teachers being enrolled into an alternative pension scheme. When drafting regulations further consideration will be given to the treatment of existing staff members who are, or might become, deferred during that employment. In consultation with member schools, SCIS has asked the Scottish Teachers Pension Scheme Advisory Board to consider an equivalent measure.

SCOTTISH CHILD ABUSE INQUIRY

In addition to Covid-19 related delays, the Inquiry asked SCIS for a range of historical and contemporary information concerning child protection guidelines and training, and the overall SCIS CPD/PLD programmes. SCIS member schools not formally featured in the Inquiry have been contacted for details about related cases. SCIS has stressed to the Inquiry the immense pressure on time and resources that Covid-19 measures are placing on schools asked to

gather and submit further information, and prepare for hearings in early 2021. SCIS hosted virtual meetings in November with all schools called to the Inquiry, and commissioned a legal briefing note on definitions of ‘systemic’ abuse used by the Inquiry.

VISA REGIME

Immigration procedures for the Child Student route opened on 5 October 2020, following the United Kingdom’s formal withdrawal from the European Union on 31 January. The route treats all students equally, with international students, including those from Europe coming to study after the transition period ends. New procedures are also in place for sponsoring staff in education.

NEW SCHOOL BUTTERSTONE REVIEW

On 2 July, the Scottish Government published the Review undertaken by James Martin into the closure of The New School, Butterstone. The Review was independent and non-statutory and considered the procedures followed by the board of The New School Butterstone, the Care Inspectorate, Education Scotland, the Registrar of Independent Schools, all relevant local authorities and the Scottish Government in advance of the decision by the Board of Governors to close the School.

Having given evidence to the Review, SCIS was asked to highlight several recommendations to schools:

7.3 – which asked HM Inspectors, the Care Inspectorate and the Registrar to work together to consider how best to embed mediation, or similar relationship building activities, in recommendations and requirements where required. This would include monitoring feedback from the school on the outcome of such activity.

7.9 – which asked the Registrar and HM Inspectors to use the Review, and its learning, as an example of how important it is for schools to evaluate regularly the effectiveness and impact of their policies, procedures and training/professional learning approaches for safeguarding, building on ‘How Good is Our School?’ (2015), Quality Indicator 2.1 - Child Protection and Safeguarding, in order to do this.

The Review also asked for HM Inspectors, the Care Inspectorate and the Registrar to jointly agree a way to encourage the Boards of independent schools of this type to ensure that they are able to scrutinise closely safeguarding decisions.

In addition, the Review asked for the publishing of clear guidance for independent schools on the roles and responsibilities of the Care Inspectorate, HM Inspectors, local authorities and the Registrar, written in a way that parents and carers will understand. It also suggested that a plain English guide on complaint procedures of independent schools should be published (SCIS has such a guide online for parents).

GENERAL TEACHING COUNCIL FOR SCOTLAND

Elaine Selley succeeded Margaret Lannon as the independent school member of the General Teaching Council in 2020. The system of Professional Update will be reformed in 2021 and initial consultation is already in place.

GOVERNING BOARDS

SCIS staff took part in several regular or strategy meetings of individual school Governing Boards during 2020, and are always available to do so.

Professional learning

Reflecting on 2020 there is no doubt that with regard to Professional Learning a tale of three stories emerged; with each neatly slotting into the school terms. The spring term (January-March) witnessed a buoyant start to the year. Engagement with national bodies was a core theme eg Care Inspectorate, SQA, GTCS and Scottish Government. Coupled with this, our one-off events and suite of leadership programmes continued to be well-received and in high demand. The immediate and sudden impact of covid-19 was felt in March and resulted in a premature halt to the scheduled professional learning provision. The move to remote learning with colleagues working from home placed increasing demands on colleagues and the need to pivot and re-calibrate sector-wide professional learning provision was evident. Hence the summer term (April-June) saw a new era of professional learning evolve.

The lockdown provided both an opportunity to re-assess the nature of professional learning provision and an opportunity to trial new platforms and approaches. At a strategic level, in order to meet the needs of the sector, the immediate direction of professional learning activity was informed by 3 key drivers, culminating in an ICE strategy:

Key Driver 1 Informed

Ensuring the sector are **informed** about professional learning/educational developments

- *Range of signposting, including creation of a library of wakelets*
- *Targeted up-dates to groups of colleagues eg Probationer Supporters*

Key Driver 2 Collaborative

Providing opportunities for the sector to work **collaboratively** with each other and share experiences and best practice

- *Range of consultations including supporting vulnerable children and young people*
- *Series of on-line collaborations for SQA co-ordinators, Pastoral Care Leads, Junior School Heads*

Key Driver 3 Engaged

Ensuring the sector has a voice and is hence **engaged** in the professional learning opportunities

- *Empowering colleagues to ensure sustained engagement eg Junior School Heads leading sessions*
- *Heads of Professional Learning sharing experiences and future perspectives*

The virtual nature of the professional learning provision was well-received by the sector with on-going uncertainty advocating that this mode of delivery should be sustained. Over the summer period, this provision was explored, resulting in the launch of a wholly virtual professional learning provision ready for the commencement of the new session i.e. autumn term 2020-21. Key priorities at this juncture included:

- sourcing and investing in a platform with break-out rooms to facilitate on-line delivery;
- up-skilling of key personnel; and
- developing a suite of professional learning provision designed to meet the needs of the sector.

The virtual platform was utilised extensively throughout the autumn term (August-December) with over 100 events scheduled in this period. A range of professional learning activity has been harnessed to support the sector in being informed, collaborating and engaged. New programmes have been created coupled with pre-existing programmes being re-configured to ensure that where possible, a blended learning approach is embedded. A summary of the key initiatives are contained below:

- Scoping and launch of Virtual Communities of Practice (V-CoPs)
- Co-ordination of virtual meetings for key stakeholder groups
- Development and launch of a re-modelled Probationer Pathway
- Development and launch of re-modelled Leadership Programmes (teaching and support staff)
- Regular Comms to key stakeholder groups
- Re-shaping of outstanding programme provision emanating from lockdown
- Research and Development to further augment the wakelet library
- Virtual one-off events
- Launch of a collaborative project with Connect Futures (Equality and Diversity)
- Development of a revised approach to Child Protection training including facilitating whole-school delivery via our virtual platform.
- The professional learning provision continues to be instrumental to the work of SCIS, during 2020, in line with the ICE strategy, via virtual delivery and a range of initiatives it strived to keep the sector:
 - Informed about national educational policy, with the SQA (national qualifications 2020 and 2021) and Scottish Government (eg Child Protection consultation) featuring highly in this context;
 - Collaborating across the system, eg the launch of our subject specific V-CoPs; and
 - Engaged with peers in other schools and with a range of professionals, agencies and national bodies.

The professional learning programme can also be followed on Twitter at @SCIScpd.

Promoting the Sector

COMMUNICATION

SCIS supports our member schools by celebrating the choice, diversity and excellence of an independent education in Scotland. Our challenge is to raise awareness and understanding of the benefits of an independent education, alongside creating trust in the sector.

Marketing Vision: 'To promote choice, diversity and excellence in independent education.'

The objectives for the 2020 marketing plan were to:

- To change perceptions of independent education amongst the wider public
- To raise awareness of the benefits of an independent education
- To bring new parents (and staff) into independent education in Scotland
- To strengthen the SCIS brand and profile

In response to the Covid-19 pandemic we have pivoted our plans to serve our members' needs during this crisis. In the face of the unprecedented global pandemic the best has been brought out of our 72 member schools and colleagues. We have focussed on those we serve and how they helped themselves and their community.

Month to month activity has included:

- Manage social media channels with a focus on Facebook, Twitter and LinkedIn
- Produce and promote regular blog content on the SCIS website
- Pitch and draft regular thought leadership opinion pieces

WEBSITE AND SOCIAL HIGHLIGHTS

There were over 91,000 visitors to the SCIS website in 2020 a 10% drop from the 2019 figures. During the first lock down, March – June, there was a 25% reduction in the number of visitors to the SCIS website. Top performing pages were:

- Vacancies
- Coronavirus Guidance for schools
- Find a School



Number of Followers

510

2969

400

% increase

+55%

+14%

+48%

E-BULLETIN

Due to the increase in information that was required to be distributed to schools the E-bulletin was sent bi-monthly from April to June. The bulletin is available to all school staff and governors. Schools are encouraged to share the bulletin with all members of staff. Individuals may subscribe at <http://www.scis.org.uk/about-scis/>

BUILDING PARTNERSHIPS

SCIS continues to work in partnership with a number of organisations including working in partnership with the Boarding School Association (BSA) to promote the boarding sector in Scotland; maximising the potential for knowledge transfer.

PUBLICATIONS

In 2020 the decision was taken to stop issuing printed editions of both the Annual Report and SCIS Directory and to go fully digital. This was partly driven by the Covid-19 pandemic but it also allows:

- Access to more detailed and interactive content
- The money saved on printing and postage will help lower our costs
- Reduces our carbon footprint and saves paper

ENQUIRIES

The team at SCIS are always available to offer support and professional advice to SCIS member schools and in 2020 took a significant number of enquiries from schools seeking advice and guidance on topics ranging from Covid-19 guidance to accessibility.

Prospective and current parents also made contact looking for information and support on a number of issues.

35%

OF BOARDING PUPILS ARE FROM 79 DIFFERENT COUNTRIES



2606 BOARDERS



90.3% DAY SCHOOL

9.7% BOARDING

Service to Education

COLLABORATION WITH KEY BODIES

Throughout 2020, SCIS has represented the views and concerns of the independent sector on a wide range of bodies, through consultations and at events organised by national bodies for schools, education authorities, care agencies and others – in addition to a substantial range of Covid-19 planning and coordination groups:

City of Edinburgh Council Child Protection Committee

Scottish Government:

- Education Leaders Forum
- Curriculum and Assessment Board
- Strategic Board for Teacher Education
- PREVENT Duty sub-group
- Doran - National Commissioning Group and Project Board

General Teaching Council Scotland:

- Council
- Education Committee

Education Scotland:

- Knowledge Into Action Strategic Stakeholder Group
- Stakeholder network

Independent Schools Council (ISC):

- Executives' Group
- ISC Communications Working Group Meeting
- Diversity working group
- Coronavirus contingency group

NHS:

- LICOG Schools subgroup for Scottish Immunisation Programme in Lothian
- Greater Glasgow & Clyde data sharing working group
- Lothian independent school nurses network group, infection control group

Scottish Teachers' Pension Scheme:

- Scheme Advisory Board
- Technical Working Group

Scottish Parliament:

- Cross Party Group on Children & Young People
- Cross Party Group on Sport
- Cross Party Group on Learning Disability

Scottish Qualifications Authority:

- Advisory Council
- SQA/SCIS/SLS joint forum
- Qualifications contingency group

SCIS OPERATIONS, STAFF AND SCHOOL MEMBERSHIP

The Governing Board records its appreciation and thanks for the work undertaken by all the staff of SCIS throughout 2020, considering the considerable additional workload and personal impact of Covid-19 measures.

The Annual General Meeting, in April 2020, was cancelled due to public health restrictions.

The Governors of Craigholme School announced its closure in 2020. Royal Blind withdrew as members of SCIS in 2020.

SCIS membership remains open to independent schools registered with the Scottish Government which have had satisfactory inspection reports from Education Scotland and the Care Inspectorate.

OUR PLANS FOR THE FUTURE

The over-riding priority for SCIS is to support schools and their communities in the recovery from the disruption caused by the Covid-19 pandemic.

SCIS will follow the debate on National Qualifications following their cancellation. The impact of the Non-Domestic Rates (Scotland) Act will be closely monitored, along with changes to Disclosure and to the National Guidance for Child Protection.

SCIS will work closely with schools as the Scottish Child Abuse Inquiry undertakes hearings on boarding schools through 2021.

The wider context of Scottish and UK politics following EU withdrawal remains uncertain and may yet have a substantial impact on the operating climate, as will the outcome of the 2021 elections to the Scottish Parliament.

SCIS is aware that the current rolling lease on 4th floor, 61 Dublin Street, expires in July 2021, and accordingly will secure new premises before that date that better suit changes to work practice through 2020.

SCIS Governing Board

2020

Chairman

Alan Hartley

Board Members

Pippa Axon	Bursar, Merchiston Castle School, Edinburgh. *
Matthew Bartlett	Head, St Aloysius College, Glasgow.
Laura Battles	Chief Executive, Donaldson's, Linlithgow.
Mark Becher	Headmaster, The Compass School, Haddington.
Mike Carslaw	Headmaster, St Leonards School, St Andrews. *
Guy Cartwright	Bursar, The Edinburgh Academy, Edinburgh.
Nathan Davies	Head of Junior School, Albyn School, Aberdeen.
Paul Fairclough	Head of Senior School, George Heriot's School, Edinburgh.
John Gilmour	Headmaster, Craigclowan Prep School, Perth.
Simon Johnson	Headmaster, Wellington School, Ayr.
Elaine Logan	Governor, Cargilfield Prep School, Edinburgh.
Jacqui Mcinnes	Accountant, The Glasgow Academy, Glasgow.
Pamela Muir	Financial Director, Gordonstoun, Elgin.
Laura Murphy	Headteacher then Governor, Fernhill School, Glasgow. *
Simon Pengelley	Governor, High School Of Glasgow & Loretto, Musselburgh.
George Salmond	Head of Junior School, George Watson's College, Edinburgh.
Melvyn Shanks	Principal, Belmont House School, Glasgow.
Anna Tomlinson	Head, St Margaret's School for Girls, Aberdeen.

**Until April 2020 **From April 2020*

Honorary Treasurer

Jeremy Harper	Bursar, St George's School for Girls, Edinburgh
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Our Staff

John Edward	Director
Alison Herbert	Deputy Director, External Relations
Margaret Lannon	Deputy Director, Education & Professional Learning
Alison Newlands	Assistant Director, Finance & Research
Kirsten Hamilton	Administrator (part-time), Administrator, Education & Professional Learning (from August 2020)
Claire Burnett	Administrator (part-time) (until September 2020)



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